

## *Missouri Standards for School Librarians*

### **Standard #1 Teaching for Learning:**

Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Documents and communicates the impact of instruction on student achievement.

<b>Standard 1 --- Quality Indicator 1: Knowledge of learners and learning</b>				
<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>1C1) The school librarian candidate demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• learning styles;</li> <li>• the stages of human growth and development;</li> <li>• cultural influences on learning.</li> </ul> <p>The school librarian candidate designs instruction that aligns learning goals and objectives with appropriate formal and informal assessments that incorporate active learning instruction.</p> <p>The school librarian candidate designs an authentic learning activity that incorporates information and technological resources.</p>	<p>1N1) The new school librarian reviews demographic and biographical data and becomes acquainted with the <b>school community</b>. (SEE ALSO 2.3)</p> <p>The new school librarian designs and teaches lessons that align learning goals and objectives with appropriate formative and summative assessments.</p> <p>The new school librarian consults with other educators to enhance individualized instructional practice.</p> <p>The new school librarian becomes familiar with school-wide instructional goals and objectives and designs instruction that incorporates information on literacy and curriculum standards.</p>	<p>1D1) The developing school librarian seeks supplemental curricular resources aligned to district, school, whole class, and individual learner goals.</p> <p>The developing school librarian reflects on instructional practices including:</p> <ul style="list-style-type: none"> <li>• learner outcomes;</li> <li>• alignment of goals;</li> <li>• objectives;</li> <li>• assessments;</li> <li>• activities; and</li> <li>• modifies instruction accordingly.</li> </ul> <p>The developing school librarian modifies instruction to address individual student needs, including exceptionalities.</p>	<p>1P1) The proficient school librarian plans differentiated instruction and programs that address the needs of the <b>school community</b>.</p> <p>The proficient school librarian integrates state and national curricular guidelines into interdisciplinary instruction.</p>	<p>1S1) The distinguished school librarian researches and identifies current learning theories and strategies and applies them to instructional design.</p>

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**Standard 1 --- Quality Indicator 2: Instructional Partner**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>1C2) The school librarian describes coordination, cooperation, integrated instruction, and integrated curriculum as forms of collaboration.</p> <p>The school librarian candidate collaborates with other educators to plan and implement instruction.</p>	<p>1N2) The new school librarian develops trusting and working relationships with other educators at the school level to support student learning and student self-efficacy.</p> <p>The new school librarian coordinates library instructional and reading promotion objectives with classroom instructional objectives.</p>	<p>1D2) The developing school librarian cooperates and partners with other educators at the school and district level to support student learning and student self-efficacy, and jointly setting goals and scheduling activities in the library in support of student learning.</p> <p>The developing school librarian jointly develops shared objectives, common lesson and unit plans with teachers as equal partners, integrating content and information literacy in a teaching situation.</p>	<p>1P2)</p> <p>The proficient school librarian integrates instruction with other educators and participates in designing and delivering integrated curriculum in the school and district.</p>	<p>1S2) The distinguished school librarian expands collaborative partnerships with the <b>school community</b> and beyond in support of student learning and student self-efficacy.</p> <p>The distinguished school librarian <b>mentors</b> others in developing programs that encompass multiple strategies of collaboration.</p>

**Standard 1 --- Quality Indicator 3: Effective and knowledgeable teacher**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>1C3) The school librarian candidate uses formal and informal formative assessments to document and communicate the impact of instruction on student achievement.</p> <p>The school librarian candidate uses instructional data to inform a plan for <b>action research</b>.</p>	<p>1N3) The new school librarian uses a variety of formal and informal formative and summative assessments for individual learning and the class as a whole, including modifications for students with exceptionalities.</p> <p>The new school librarian plans <b>action research</b> to improve teaching and learning.</p>	<p>1D3) The developing school librarian uses formal and informal assessments throughout the instructional process to gather data about individual and class achievements.</p> <p>The developing school librarian conducts <b>action research</b> to inform instructional plans.</p>	<p>1P3)</p> <p>The proficient school librarian conducts <b>action research</b> using assessment data to continuously monitor and advance learning.</p>	<p>1S3)</p> <p>The distinguished school librarian <b>mentors</b> others in the use of <b>action research</b> to improve learning.</p>

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### Standard #2 Reading and Literacy:

Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and non-fiction literatures appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the **school community**. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.

#### Standard 2 --- Quality Indicator 1: Reading promotion

Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
<p>2C1) The school librarian candidate places students at the center of reading, emphasizing <b>free voluntary reading</b> as a primary means of developing reading and literacy.</p> <p>The school librarian candidate describes the importance of reading as a pleasurable experience to all students, including exceptionalities, through <b>reader advisory</b> services.</p> <p>The school librarian candidate describes multiple strategies that model, encourage and promote reading for:</p> <ul style="list-style-type: none"> <li>• enjoyment;</li> <li>• personal growth; and</li> <li>• learning.</li> </ul>	<p>2N1) The new school librarian shares research related to students' reading and literacy that articulates the importance of <b>free voluntary reading</b>.</p> <p>The new school librarian reviews and becomes familiar with students' reading interests and intellectual, emotional, and physical developments to enable appropriate <b>reader advisory</b> services.</p> <p>The new school librarian plans and implements one or more strategies in the first academic year that model, encourage, and supports reading for:</p> <ul style="list-style-type: none"> <li>• enjoyment;</li> <li>• personal growth; and</li> <li>• learning.</li> </ul>	<p>2D1/2P1) The developing and proficient school librarian advocates for and demonstrates commitment to, students' right to select reading materials for enjoyment, personal growth, and learning.</p> <p>The developing and proficient school librarian assists readers in choosing a variety of materials in multiple formats to meet personal, recreational, and information needs.</p> <p>The developing and proficient school librarian models personal enjoyment of reading and implements multiple strategies that motivate and enable reading, including opportunities for readers to share their personal interpretations.</p>	<p>2S1) The distinguished school librarian describes how a combination of print, language, and students' biographies of experiences affect reading and literacy.</p> <p>The distinguished school librarian plans and implements reading and literacy activities that involve the broader community of readers.</p>	

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**Standard 2 --- Quality Indicator 2: Literature**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>2C2) The school librarian candidate describes children and teen literature, its history, and identifies current publishing trends.</p> <p>The school librarian candidate demonstrates knowledge of classic and current literature in multiple formats that reflect readers' differences in:</p> <ul style="list-style-type: none"> <li>• age;</li> <li>• physical, emotional, and intellectual development</li> <li>• race;</li> <li>• ethnicity;</li> <li>• gender and gender identity;</li> <li>• languages;</li> <li>• religion; and</li> <li>• socio-economic status.</li> </ul> <p>The school librarian candidate identifies and describes:</p> <ul style="list-style-type: none"> <li>• notable authors and illustrators;</li> <li>• their work and accomplishments; and</li> <li>• identifies international, national, state, and regional awards.</li> </ul>	<p>2N2) The new school librarian identifies titles that relate to current publishing trends and considers their overall place in the school's collection. (SEE ALSO 5.2)</p> <p>The new school librarian applies knowledge of classic and current literature, critically examining materials for:</p> <ul style="list-style-type: none"> <li>• bias;</li> <li>• stereotypes;</li> <li>• <b>didacticism</b> inaccuracies;</li> <li>• <b>anthropomorphism</b> (nonfiction);</li> <li>• <b>teleology</b>;</li> <li>• layout;</li> <li>• typeface;</li> <li>• organization;</li> <li>• etc.</li> </ul> <p>The new school librarian recognizes materials in the school's collection by notable authors and illustrators, identifies:</p> <ul style="list-style-type: none"> <li>• national;</li> <li>• state; and</li> <li>• regional award recipients; and introduces readers to these works.</li> </ul>	<p>2D2) The developing school librarian evaluates publishing trends within the framework of the historical and current contexts of children's and teen literature and shares the information with readers to enrich the reading experience.</p> <p>The developing school librarian analyzes similar work to determine the most appropriate choice for the school library collection, applying criteria used in standard professional practice.</p> <p>The developing school librarian implements a variety of activities, including reading promotions that enable readers to extend their <b>aesthetic experiences</b> of authors' and illustrators' works.</p>	<p>2P2) The proficient school librarian develops and plans activities that engage readers in critical exploration and evaluation of current publishing and media trends.</p> <p>The proficient school librarian evaluates classic and current literature noting fine distinctions in quality, applying criteria used in standard professional practice.</p> <p>The proficient school librarian collaborates with classroom teachers to develop author and illustrator studies that engage students in the production of literary and artistic work.</p>	<p>2S2) The distinguished school librarian writes critical reviews for regional, state, and/or national publications.</p> <p>The distinguished school librarian <b>mentors</b> others in the development of literature collections, applying criteria used in standard professional practice.</p> <p>The distinguished school librarian develops opportunities for readers to extend their <b>aesthetic experiences</b> with authors' and illustrators' works in the broader community of readers.</p>

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**Standard 2 --- Quality Indicator 3: Diversity and inclusiveness**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>2C3) The school librarian candidate examines personal attitudes, beliefs, and assumptions about how race and ethnicity influence professional dispositions and actions.</p> <p>The school librarian candidate describes the characteristics of diverse groups including differences in:</p> <ul style="list-style-type: none"> <li>• physical, emotional, and intellectual development;</li> <li>• age;</li> <li>• race;</li> <li>• ethnicity;</li> <li>• gender;</li> <li>• language;</li> <li>• sexual preference;</li> <li>• religion; and</li> <li>• socio-economic status.</li> </ul> <p>The school librarian candidate describes students' interests based on physical, emotional, and intellectual development, age, race, ethnicity, gender, language, sexual preference, religion, and socio-economic status when evaluating resources to ensure equal representation and equal opportunity for access to materials and information.</p>	<p>2N3) The new school librarian practices <b>culturally responsive pedagogy</b> that enhances the reading experience of all students.</p> <p>The new school librarian creates a climate of respect and <b>tolerance</b> in the school library, and sets clear standards of conduct conducive to an atmosphere of collaboration, cooperation, and critical thinking.</p> <p>The new school librarian analyzes students' interests based on</p> <ul style="list-style-type: none"> <li>• physical, emotional, and intellectual development;</li> <li>• age;</li> <li>• race;</li> <li>• ethnicity;</li> <li>• gender;</li> <li>• language;</li> <li>• sexual preference;</li> <li>• religion;</li> <li>• socio-economic status; and</li> <li>• evaluates potential resources to ensure equal representation and equal opportunity to information access.</li> </ul>	<p>2D3) The developing school librarian engages students in authentic, interactive literacy events that recognize individual student's physical, emotional, and intellectual development levels and diverse cultural contexts.</p> <p>The developing school librarian designs learning opportunities that enable students to construct knowledge and meaning from their personally diverse perspectives and experiences.</p> <p>The developing school librarian matches students' interests with potential resources based on:</p> <ul style="list-style-type: none"> <li>• physical, emotional, and intellectual development ;</li> <li>• age;</li> <li>• race;</li> <li>• ethnicity;</li> <li>• gender;</li> <li>• language;</li> <li>• sexual preference;</li> <li>• religion;</li> <li>• socio-economic status; and</li> <li>• ensures equitable representation and equal opportunity to information access.</li> </ul>	<p>2P3) The proficient school librarian designs learning opportunities that encourage students to think about the ways knowledge is created and expressed by individuals of diverse cultural contexts.</p> <p>The proficient school librarian models critical thinking and enables students to better understand themselves through exploring the world beyond the boundaries of their own experiences.</p> <p>The proficient school librarian examines conditions in the school, community, and home environments for insights into diverse students':</p> <ul style="list-style-type: none"> <li>• abilities;</li> <li>• preferences;</li> <li>• motivations; and</li> <li>• identifies possible barriers to effective teaching and learning;</li> <li>• accesses research-based resources that improve instruction and enhance the learning of all students.</li> </ul>	<p>2S3) The distinguished school librarian promotes and facilitates participation in diversity-related programs and connects the <b>school community</b> to external resources.</p> <p>The distinguished school librarian maximizes education opportunities for every student and works with parents, teachers, and administrators to create an atmosphere of open-mindedness and positive, inclusive attitudes.</p> <p>The distinguished school librarian <b>mentors</b> others in designing school library programs that address diversity and inclusiveness.</p>

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**Standard 2 --- Quality Indicator 4: Literacy strategies**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>2C4) The school librarian candidate designs instruction that assesses and uses prior literacy knowledge, poses questions appropriate to the task, and monitors reading development and fluency.</p> <p>The school librarian candidate explains the <b>cultural systems of meanings</b> in which all reading takes place and describes the debates that surround literary theories.</p>	<p>2N4) The new school librarian partners with classroom teachers to design instruction that:</p> <ul style="list-style-type: none"> <li>assesses;</li> <li>uses prior literacy knowledge;</li> <li>poses questions appropriate to the task; and</li> <li>monitors reading development and fluency</li> </ul> <p>The new school librarian analyzes, applies reading theory, research in literacy practices, and selects print and electronic materials that support the development of fluency in readers.</p>	<p>2D4) The developing school librarian partners with classroom teachers and other colleagues to design and co-teach instruction that extends students' reading comprehension, and to plan learning experiences that offer the whole class, small groups, and individual learners an interdisciplinary approach to literacy learning.</p> <p>The developing school librarian practices reader-response theory and encourages students and teachers to recognize and validate both the efferent and the <b>aesthetic experiences</b> for which students read.</p>	<p>2P4) The proficient school librarian collaborates with classroom teachers and other colleagues about reading initiatives, reading comprehension instruction, and related literacy events in the <b>school community</b>.</p> <p>The proficient school librarian collaborates with classroom teachers and other colleagues to provide and participate in ongoing professional development that focuses on current research in reading theory and instruction.</p>	<p>2S4) The distinguished school librarian develops and organizes literacy projects and events that enable independent use of print and <b>electronic resources</b> not readily available in the <b>school community</b>.</p> <p>The distinguished school librarian interprets the literary canon for the <b>school community</b> as provisional, enabling students to become part of the debate about meanings and values as full members of the community of readers.</p>

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**Standard 2 --- Quality Indicator 5: Intellectual freedom**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>2C5) The school librarian candidate explains and applies the principles of <i>The Students' Right to Read</i> and the <i>Position Statement on the School Librarian's Role in Reading</i>.</p> <p>The school librarian candidate describes laws and regulations governing:</p> <ul style="list-style-type: none"> <li>• copyright;</li> <li>• intellectual property;</li> <li>• fair use;</li> <li>• public performance rights; and</li> <li>• licensing.</li> </ul>	<p>2N5) The new school librarian provides students, teachers, and families with open, non-restricted access to a varied collection of reading materials in print and electronic formats that reflect academic needs and personal interests.</p> <p>The new school librarian develops and maintains policies and procedures regarding ethical access to information in accordance with district policies, and complies with the laws and regulations governing:</p> <ul style="list-style-type: none"> <li>• copyright;</li> <li>• intellectual property;</li> <li>• fair use;</li> <li>• public performance rights; and</li> <li>• licensing.</li> </ul>	<p>2D5) The developing school librarian advocates for the principles of <i>The Students' Right to Read</i> and the <i>Position Statement on the School Librarian's Role in Reading</i> and ensures students, teachers, and families have open, non-restricted access to a varied collection of reading and information materials in print and electronic formats.</p> <p>The developing school librarian explains the principles, practices of ethical access, and use of information to the <b>school community</b>, which identifies open access resources to meet academic needs and personal interests.</p>	<p>2P5/2S5)</p> <p>The proficient and distinguished school librarian creates opportunities for dialog with members of the <b>school community</b> regarding ethical and safe use of electronic information sources for academic and recreational purposes.</p>	

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### **Standard #3 Information and Knowledge:**

Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.

#### **Standard 3 --- Quality Indicator 1: Access to information**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
3C1) The school librarian candidate articulates the importance of access to library materials in print and electronic formats. (SEE ALSO 5.2)	3N1) The new school librarian provides optimal access to a library catalog.	3D1) The developing school librarian provides a variety of print and <b>electronic resources</b> .	3P1)	3S1)
	The new school librarian makes available the library collection before, during, and after school hours.	The developing school librarian designs and maintains the school library's web presence in compliance with district policies and procedures.	The proficient school librarian enhances the library web's presence by building a comprehensive research repository supporting state, and national curricular guidelines.	The distinguished school librarian curates a comprehensive research repository supporting state, and national curricular guidelines for the broader community of learners.
The school librarian candidate demonstrates knowledge of information resources that support optimal learning and development.	The new school librarian provides a collection that supports optimal learning and development.			



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**Standard 3 --- Quality Indicator 2: Information literacy skills**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
3C2) The school librarian candidate plans and teaches information literacy skills incorporating the information literacy research models.	3N2) The new school librarian consults with experienced librarians about teaching information literacy skills.  The new school librarian plans and delivers individual, small group, and whole class information literacy lessons (identify, retrieve, analyze, synthesize, evaluate, and use information effectively).	3D2) The developing school librarian ensures that information literacy skills are embedded in all subject areas. (SEE ALSO 1.2)  The developing school librarian gathers and analyzes data to evaluate and guide information literacy instruction. (SEE ALSO 1.3)	3P2) The proficient school librarian ensures students assume responsibility for pursuing their own learning through inquiry.	3S2) The distinguished school librarian <b>mentors</b> others in information literacy instruction.

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Standard 3 --- Quality Indicator 3: Equitable access to resources and services				
Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
<p>3C3) The school librarian candidate describes the importance of an inviting library environment that encourages usage by all in the <b>school community</b>.</p> <p>The school librarian candidate articulates a schedule that supports least restrictive access.</p> <p>The school librarian candidate explains the importance of assistive technologies and alternate information formats that meet students' information needs.</p>	<p>3N3) The new school librarian provides an inviting environment for the <b>school community</b>. (SEE ALSO 2.3)</p> <p>The new school librarian investigates the impact of the current library schedule on access to information. (SEE ALSO 4.1)</p> <p>The new school librarian provides resources that are accessible to all. (SEE ALSO 5.3)</p> <p>The new school librarian assesses the <b>school community</b>. The collection needs to identify specific assistive technologies and alternate formats that meet students' information needs.</p> <p>The new school librarian collaborates with other experts in the <b>school community</b> to acquire new assistive technologies and alternate formats of information in compliance with district policies and procedures.</p>	<p>3D3) The developing school librarian plans events to engage the <b>school community</b>.</p>	<p>3P3) The proficient school librarian collaborates with community members to plan events that engage the <b>school community</b>.</p> <p>The proficient school librarian investigates emerging assistive technologies and alternate formats and acquires them as appropriate.</p>	<p>3S3) The distinguished school librarian <b>mentors</b> others in planning school library events.</p>

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### **Standard #4 Leadership and Advocacy:**

Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the **school community**.

<b>Standard 4 --- Quality Indicator 1: Instructional leadership</b>				
<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
4C1) The school library candidate demonstrates understanding of school governance.  The school librarian candidate articulates the role of the library in school and district student achievement.	4N1) The new school librarian participates in school governance.  The new school librarian reviews the school and district improvement plans and evaluates the library goals. (SEE ALSO 5.1)  The new school librarian disseminates periodic reports of school library activities to the <b>school community</b> .	4D1/4P1)  The developing and proficient school librarian articulates the vision and mission of the school library program. (SEE ALSO 5.1)		4S1) The distinguished school librarian is an active leader in the decision-making processes of the building and district.

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Standard 4 --- Quality Indicator 2: Advocating with the school community				
Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
<p>4C2) The school librarian candidate identifies stakeholders within and outside the <b>school community</b> who impact the school library program.</p> <p>The school librarian candidate demonstrates understanding of strategies to advocate for the school library program.</p>	<p>4N2) The new school librarian contacts key stakeholders to inform them about the school library program.</p> <p>The new school librarian consults with experienced librarians about library program advocacy.</p>	<p>4D2) The developing school librarian identifies diverse opinions of stakeholders and formulates plans to work together to support student achievement. (SEE ALSO 5.1)</p>	<p>4P2) The proficient school librarian educates the <b>school community</b> about all facets of the school library program to support student achievement.</p>	<p>4S2) The distinguished school librarian <b>mentors</b> others in library advocacy.</p> <p>The distinguished school librarian educates colleagues in other content areas about library program support for student achievement.</p>

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### Standard #5 Program Management and Administration:

Administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and **deselects** information resources. Manages fiscal, physical, and personnel resources. Practices **professional ethics** with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.

Standard 5 --- Quality Indicator 1: Strategic planning, program evaluation, and program reporting				
Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
<p>5C1) The school librarian candidate demonstrates familiarity with short- and long-range strategic plans covering a school library's mission, goals, and objectives.</p> <p>The school librarian candidate demonstrates familiarity with program effectiveness concepts and program evaluation techniques.</p> <p>The school librarian candidate demonstrates familiarity with school library data reporting requirements.</p>	<p>5N1) The new school librarian prepares short- and long-range strategic plans aligned with the school mission, goals, and objectives.</p> <p>The new school librarian gathers relevant existing and new school library data to evaluate program effectiveness.</p> <p>The new school librarian meets reporting requirements.</p>	<p>5D1) The developing school librarian implements short- and long-range strategic plans aligned with the school's mission, goals, and objectives.</p> <p>The developing school librarian analyzes relevant data to evaluate current program effectiveness and for future planning.</p>	<p>5P1) The proficient school librarian reflects upon the effectiveness of short- and long-range strategic plans aligned with the school mission, goals, and objectives.</p> <p>The proficient school librarian implements program improvements and assesses their effectiveness.</p>	<p>5S1) The distinguished school librarian <b>mentors</b> others in performing strategic planning and program evaluation.</p> <p>The distinguished school librarian leads cooperative short- and long-range strategic planning.</p> <p>The distinguished school librarian engages in program evaluation and leads in developing new techniques and concepts for evaluating and reporting on school library media programs.</p>

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**Standard 5 --- Quality Indicator 2: Collection management**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
<p>5C2) The school librarian candidate demonstrates knowledge of selecting, acquiring and <b>deselecting</b> resources for a specific <b>school community</b>.</p> <p>The school librarian candidate demonstrates knowledge of collection evaluation strategies.</p> <p>The school librarian candidate demonstrates knowledge of current cataloging and classification standards for efficient and effective storage and retrieval.</p>	<p>5N2) The new school librarian becomes familiar with the collection and identifies strengths and weaknesses.</p> <p>The new school librarian selects and acquires resources for the <b>school community</b> to build a balanced collection which includes a diversity of format and content, reflecting our multicultural society.</p> <p>The new school librarian preserves resources for the <b>school community</b>.</p> <p>The new school librarian applies current cataloging and classification standards for efficient and effective storage and retrieval.</p>	<p>5D2) The developing school librarian analyzes the collection in relation to student achievement.</p> <p>The developing school librarian enhances the collection in collaboration with the <b>school community</b>.</p> <p>The developing school librarian manages a balanced collection.</p>	<p>5P2) The proficient school librarian engages in cooperative collection management with other school librarians.</p>	<p>5S2) The distinguished school librarian <b>mentors</b> others in collection management.</p>

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Standard 5 --- Quality Indicator 3: Fiscal, physical, and personnel resources management				
Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
<p>5C3) The school librarian candidate demonstrates knowledge of school library financial resources and:</p> <ul style="list-style-type: none"> <li>• budgets;</li> <li>• prepares;</li> <li>• analyzes;</li> <li>• evaluates; and</li> <li>• justifies a school library budget prepares proposals for advocacy, fundraising, and grants.</li> </ul> <p>The school librarian candidate demonstrates familiarity with best practices, including Americans with Disabilities Act (ADA) requirements, in the design and remodeling of school library physical facilities.</p> <p>The school librarian candidate demonstrates familiarity with school library human resources and plans human resources for the school library.</p>	<p>5N3) The new school librarian:</p> <ul style="list-style-type: none"> <li>• analyzes;</li> <li>• prepares;</li> <li>• justifies;</li> <li>• implements;</li> <li>• evaluates; and</li> <li>• reports on school library fiscal resources through budgets and other reports.</li> </ul> <p>The new school librarian schedules use of the school library physical facility.</p> <p>The new school librarian:</p> <ul style="list-style-type: none"> <li>• plans for;</li> <li>• recruits;</li> <li>• trains;</li> <li>• supervises;</li> <li>• coordinates;</li> <li>• schedules;</li> <li>• develops; and</li> <li>• evaluates personnel</li> </ul>	<p>5D3, 5P3) The developing and proficient school librarian engages collaborative partners in the school library budget process.</p> <p>The developing and proficient school librarian analyzes the current physical facility to recommend and implement improvements.</p>		<p>5S3) The distinguished school librarian <b>mentors</b> others in the school library budget process, managing physical facilities, and managing personnel resources.</p>

## Missouri Standards for School Librarians

### Standard 5 --- Quality Indicator 4: Professional ethics

Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
5C4) The school librarian candidate demonstrates knowledge of and practices associated with the American Library Association <i>Code of Ethics</i> .	5N4) The new school librarian models the American Library Association <i>Code of Ethics</i> .	5D4) The developing school librarian guides the <b>school community</b> on using information ethically.	5P4) The proficient school librarian shares expertise with the <b>school community</b> on using information ethically.	5S4) The distinguished school librarian contributes to debates regarding ethical issues of information use.

### Standard 5 --- Quality Indicator 5: Policies and procedures

Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
5C5) The school librarian candidate demonstrates familiarity with effective policies and procedures.	5N5) The new school librarian communicates and implements existing effective school library media program policies and procedures.	5D5) The developing school librarian analyzes existing policies and procedures using stakeholder input and data analysis.	5P5) The proficient school librarian revises existing policies and procedures based upon analysis of effectiveness.	5S5) The distinguished school librarian <b>mentors</b> others in developing effective policies and procedures.



## Missouri Standards for School Librarians

### Standard #6 Technology Integration:

Provides equitable access to technology for the **school community**. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes **digital citizenship** instruction to support appropriate academic use of information.

#### Standard 6 --- Quality Indicator 1: Access to technology

Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
6C1) The school librarian candidate demonstrates knowledge of and ability to use a wide variety of <b>media communication tools</b> .	6N1) The new school librarian ensures remote access to <b>electronic resources</b> .  The new school librarian conducts a needs assessment of available <b>media communication tools</b> .  The new school librarian explores available <b>media communication tools</b> .	6D1) The developing school librarian plans and advocates for the acquisition of appropriate <b>media communication tools</b> .  The developing school librarian acquires, installs, and makes available <b>media communication tools</b> .  The developing school librarian advocates for policy changes affecting the availability of <b>media communication tools</b> .	6P1) The proficient school librarian anticipates changes and investigates and evaluates emerging <b>media communication tools</b> .  The proficient school librarian adapts current knowledge of technology to learn emerging technologies.	6S1) The distinguished school librarian participates in the future planning and decision making about <b>media communication tools</b> .

#### Standard 6 --- Quality Indicator 2: Knowledge of technology

Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
6C2) The school librarian candidate develops skills in using a variety of <b>media communication tools</b> .	6N2) The new school librarian develops skills in using available <b>media communication tools</b> .	6D2/6P2/6S2) The developing, proficient, and distinguished school librarian develops expertise with available and emerging <b>media communication tools</b> .		



## Missouri Standards for School Librarians

Standard 6 --- Quality Indicator 3: Communicate and facilitate learning				
Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
6C3) The school librarian candidate explores and reflects on instructional strategies integrating technology and <b>media communication tools</b> .	6N3) The new school librarian observes the <b>school community</b> in the use of <b>media communication tools</b> for instruction.	6D3/6P3) The developing and proficient school librarian collaborates with members of the <b>school community</b> in the use of technology and <b>media communication tools</b> .  The developing and proficient school librarian designs lessons that align with best practices for integrating technology and <b>media communication tools</b> .		6S3) The proficient school librarian <b>mentors</b> others in the best practices for integrating technology and <b>media communication tools</b> .

Standard 6 --- Quality Indicator 4: Digital Citizenship				
Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished P-12 School Librarian:
6C4) The school librarian candidate explores the concepts of <b>digital citizenship</b> .  The school librarian candidate develops model lessons to teach <b>digital citizenship</b> concepts.	6N4) The new school librarian becomes familiar with local policies that relate to <b>digital citizenship</b> .  The new school librarian models good <b>digital citizenship</b> .  The new school librarian teaches <b>digital citizenship</b> curriculum.	6D4/6P4) The developing and proficient school librarian monitors emerging issues in <b>digital citizenship</b> .		6S4) The distinguished school librarian <b>mentors</b> and trains others in the concepts of <b>digital citizenship</b> .

## *Missouri Standards for School Librarians*

### **Standard #7 Professional Development:**

Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations.  
Seeks opportunities for service through professional associations.

#### **Standard 7 --- Quality Indicator 1: Professional learning**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
7C1) The school librarian candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or opportunities.	7N1) The new school librarian uses resources available for professional learning.	7D1) The developing school librarian applies knowledge gained from a variety of sources to the benefit of students in the classroom.	7P1) The proficient school librarian shares expertise with colleagues to the benefit of students in multiple classrooms.	7S1) The distinguished school librarian provides leadership at the school and district levels in evaluating, procuring, and creating resources for professional learning.

#### **Standard 7 --- Quality Indicator 2: Professional Involvement**

<b>Candidate P-12 School Librarian:</b>	<b>New P-12 School Librarian:</b>	<b>Developing P-12 School Librarian:</b>	<b>Proficient P-12 School Librarian:</b>	<b>Distinguished P-12 School Librarian:</b>
7C2) The school librarian candidate identifies and reflects on the array of <b>professional learning networks</b> .	7N2) The new school librarian develops his/her <b>professional learning network</b> .	7D2) The developing school librarian applies knowledge gained from his/her <b>professional learning network</b> .	7P2) The proficient school librarian contributes to a <b>professional learning network</b> .	7S2) The distinguished school librarian analyzes his/her contribution to a <b>professional learning network</b> .